



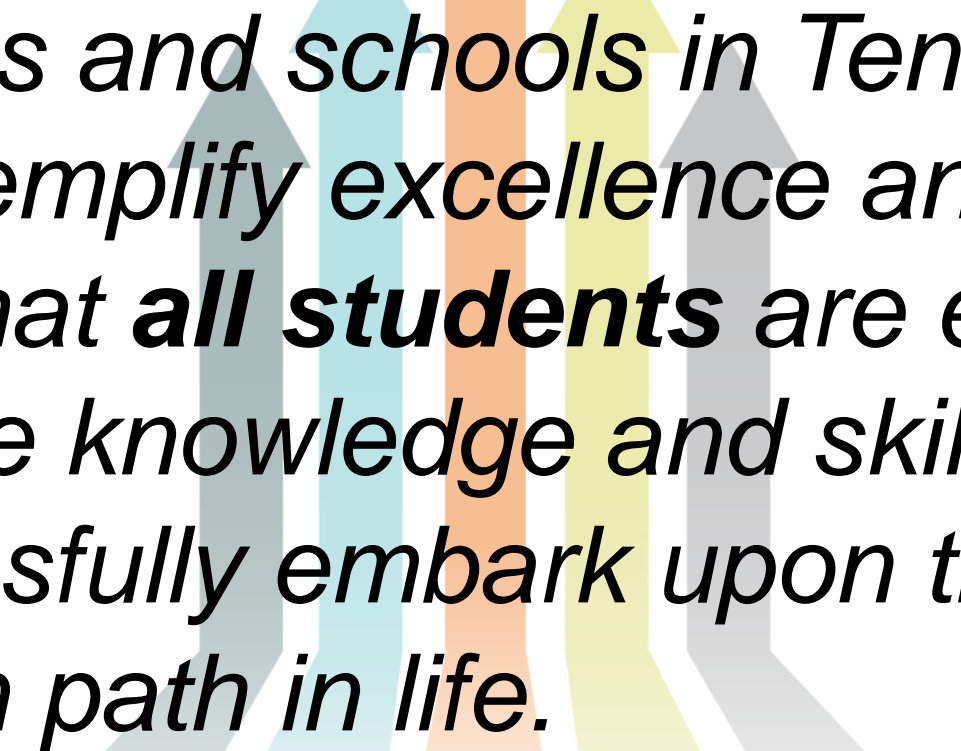
Response to Instruction and Intervention for Behavior (RTI²-B) Overview

Overview

The department wants to first extend our gratitude to you for participating in the field test, and in turn, providing us with the statistical data necessary to ensure a quality assessment for all students who will be assessed on the alternate assessment in spring of 2017.

This webinar is intended to provide a high level overview of the assessment procedures that are outlined in the Test Administration Manual, (TAM) and the Directions for Test Administration, (DTA). Please refer to the TAM and the DTA for further clarification.

Our Vision



*Districts and schools in Tennessee will exemplify excellence and equity such that **all students** are equipped with the knowledge and skills to successfully embark upon their chosen path in life.*



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Excellence | Optimism | Judgment | Courage | Teamwork

Tennessee Succeeds: Our Big Goals

1

Tennessee will rank in the **top half of states** on the National Assessment of Educational Progress (NAEP) by 2019.



2

75 percent of Tennessee third graders will be **proficient in reading** by 2025.



3

The **average ACT composite score** in Tennessee will be a 21 by 2020.



4

The **majority of high school graduates** from the class of 2020 will earn a postsecondary certificate, diploma, or degree.



Our Priorities

Early Foundations & Literacy

Building skills in early grades to contribute to future success

High School & Bridge to Postsecondary

Preparing significantly more students for postsecondary completion

All Means All

Providing individualized support and opportunities for all students with a focus on those who are furthest behind

Educator Support

Supporting the preparation and development of an exceptional educator workforce

District Empowerment

Providing districts with the tools and autonomy they need to make the best decisions for students

Three Key Areas of Focus: 2017-18

Based on a variety of data and what we learned from the past year, we have three areas of focus for 2017-18

- 1. Equity**
- 2. Expectations**
- 3. Pathways**

Equity

Tennessee believes **all students** must be set up for choices after high school.

The strategies within this focus area include:

- Increase data transparency and capacity to use data at district and school level.
- Increase alignment of instructional practices to high expectations for all students.
- Specifically, support educators that teach English learners.
- Improve lowest performing schools.

Equality vs Equity





MTSS and RTI²-B

History

- RTI² for academics was developed in conjunction with lead educators and district partners across the state beginning in 2012.
- At that time it was determined districts did not have the capacity to make all changes at one time.
- The task force recommended a multi-stage approach, academics to be followed by behavior.
- RTI² was implemented first to align with the change in specific learning disability (SLD) eligibility evaluation requirements.

History Continued

- During the phase-in, schools approached the department with concerns beyond academics:
 - Chronic absenteeism
 - Disruptive classroom behavior
 - Attention concerns
 - Bullying
 - Increased number of students coming with mental health concerns/diagnoses
- School districts and interest groups wrote letters requesting guidance for behavior.

CI3T/PBIS Contracts Historically

- Seven contracts in the state
 - Ended June 30, 2015
 - Operated independently under the CI3T, then PBIS frameworks
 - Results within schools were mixed and largely dependent on the contract continuing support
 - Many schools considered this a “state” initiative, not there school culture

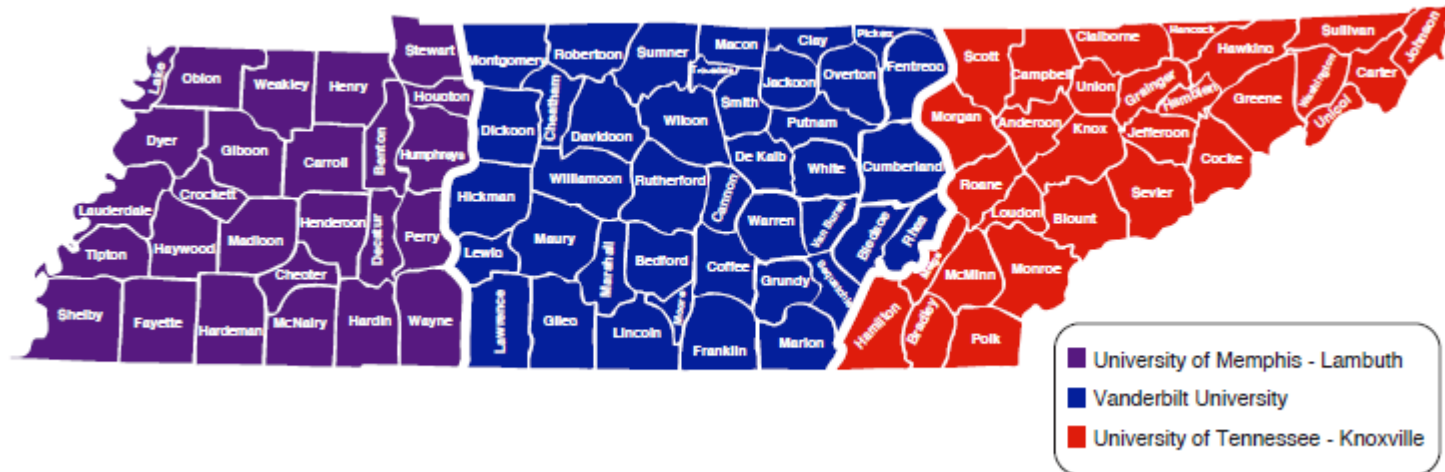
New RTI²-B Contracts

- Three contracts awarded through competitive process
 - The contracts are entirely new in concept and expectations.
 - They will work with the Task Force, department, and each other to create one comprehensive and complete set of resources, training, support, and guidance.

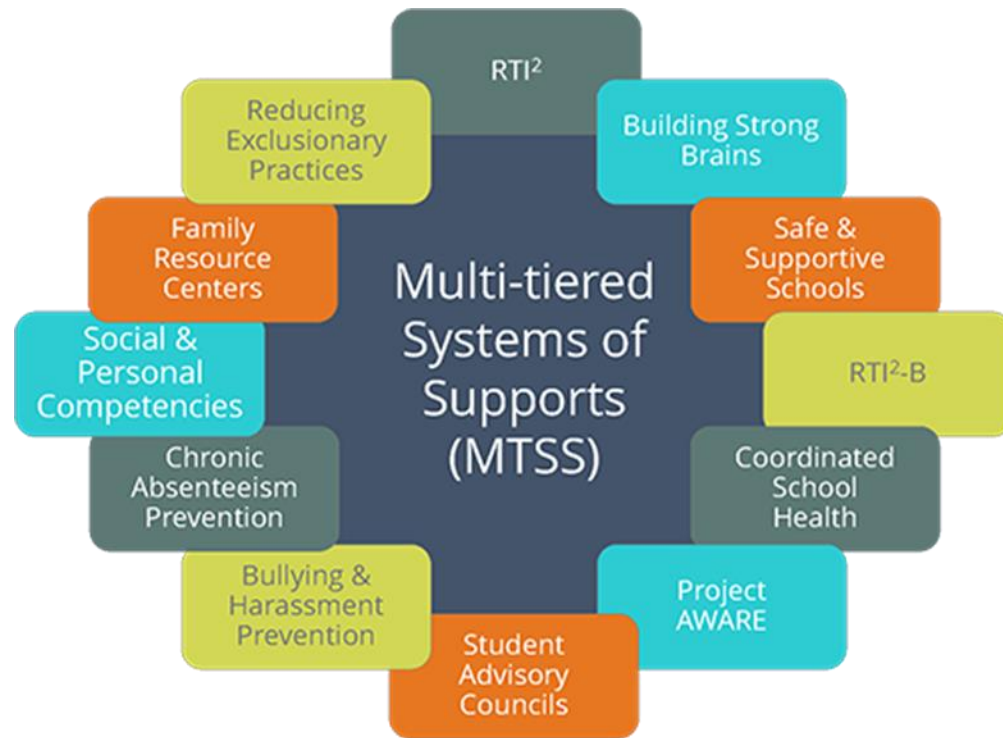
Tennessee Behavior Supports Project (TBSP)

- The contracts, TBSP, will provided the support and training needed to bring the work of the Task Force to schools in a way that fosters sustainability and capacity.
 - The three key focuses of TBSP are:
 - Local ownership by stakeholders, including families and students
 - Sustainability
 - Capacity building

TBSP Service map



Student Supports in Tennessee-MTSS



Goals of RTI²-B?

- Schools are working hard on a multitude of initiatives
 - Varying degrees of success
 - Strengths for some behaviors, but not all:
 - Ex. Great intervention for chronic absenteeism, but struggling with classroom management
 - Lack of sustainability—initiatives change often as staff/leadership changes
 - Fidelity of implementation is a constant struggle
- This is **not a mandated** framework, but a way to guide practice into one cohesive multi-tiered, problem-solving approach.

Goals for the Task Force

This is NOT:

Something new
or a “new
branding” of an
old initiative

This IS:

A pulling together of all the
initiatives, best practices,
and work within the
schools to provide the
necessary support and
guidance for a **whole child**
approach to education.

Developed a Task Force

- A task force was created through nominations of highly qualified professionals around the state
- It included representatives from all three grand divisions, and:
 - School psychologists
 - School counselors
 - District administrators
 - School administrators
 - PBIS coordinators
 - Teachers
 - Parents

Goals for the Task Force

1. A state-wide guidance or framework to guide school staff in melding all the other good work and state initiatives within the schools, therefore, creating one cohesive system for implementation.
2. Build sustainability and capacity within Tennessee schools.

Task Force

- Task Force met and reviewed the work in the state from:
 - Healthy, Safe, and Supportive Schools
 - Tennessee Aware
 - Conditions for Learning
 - RTI²
 - Attendance and Chronic Absenteeism Data

Task Force Continued

- Defined the characteristics of an ideal school, one that provides instruction and intervention for the whole child.
- Identified initiatives that some schools are currently doing that support Tier I, II, and III.

Task Force Continued

- Defined the components of the RTI²-B Framework
- Divided into small groups:
 - RTI²-B connection to academics
 - Mental health and wrap-around services
 - Sustainability
 - Stakeholder connections
 - School climate
 - School/district leadership
 - Social emotional learning
 - Data collection, analysis, fidelity, and universal screeners
 - Policy and procedure

Task Force Continued

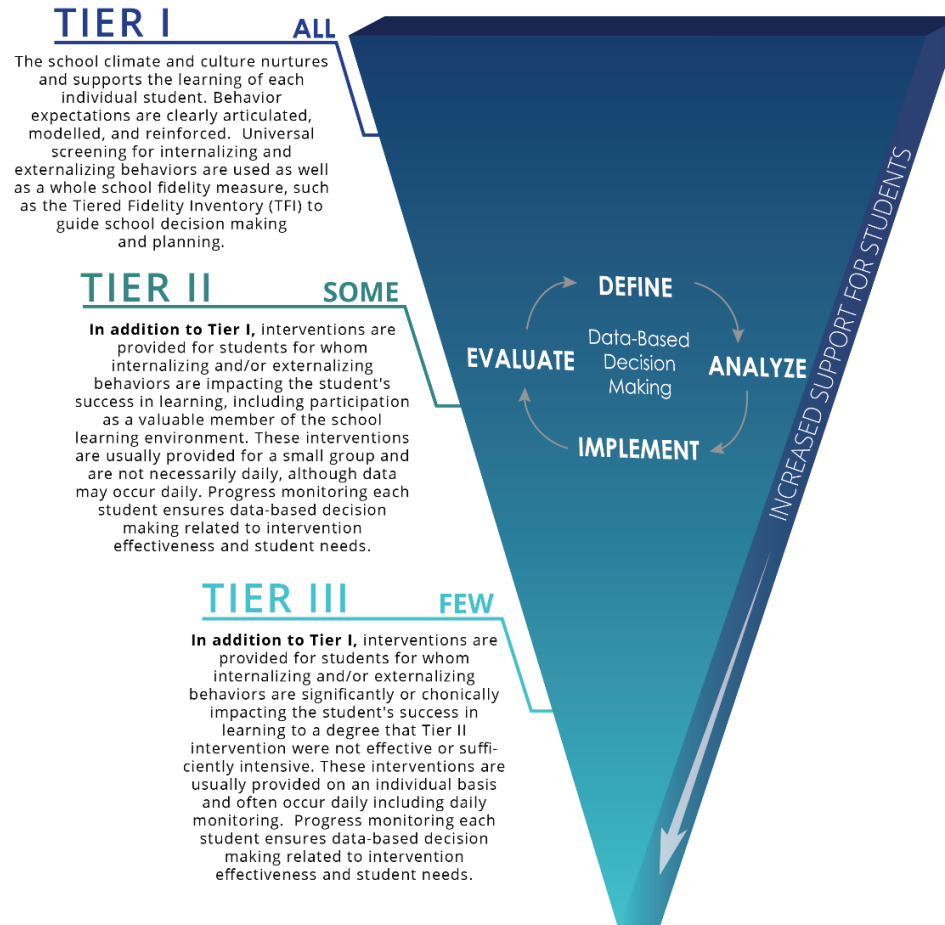
- Each small group shared their information, resources, and research citations.
- The work was compiled into the RTI2-B Framework Draft.
- Each Task Force member as well as other individuals reviewed the first draft and commented.
- Revisions were made based on the comments.

What is RTI²-B?

- RTI²-B contains all of the same components as RTI², but as applied to behavior:
 - Universal screening
 - Instruction for all at Tier I
 - Intervention to address student deficit, at various levels of intensity— Tier II and Tier III
 - Progress monitoring
 - Fidelity checks

Tennessee's RTI² Model

Tennessee RTI²-B Model



What's Different?

Some of the areas in RTI²-B that are different from RTI² are:

- Internalizing and externalizing behaviors
- School climate
- Social emotional learning
- Behavior
- Wrap-around services
- Crisis behaviors

Tier I RTI²-B

- Universal screening for:
 - Externalizing behaviors (e.g., physical or verbal aggression, self-injury, disruption) and/or
 - Internalized behaviors (e.g., anxiety, depression, withdrawal, isolation)
- School-wide agreed upon behavioral expectations:
Ex., Respect, responsibility, and successful
 - All students are explicitly taught these behaviors in multiple school environments (i.e., how to line up, walk in the hall, or appropriate cafeteria conversation skills).

Tier I Cont.

- Focus on essential characteristics of Tier I including:
 - School climate
 - Social emotional learning
 - School-wide behavioral expectations
 - Classroom management
 - Leadership: state, district, school, and student

Tier II

- Tier II interventions are provided in addition to Tier I instruction and address the needs of 10-15 percent of students/
- Aligned Interventions to specific area of need
 - Systematic
 - Evidence-based
 - Explicit

Tier II Continued

- Use data based decision making
 - Universal screening data
 - Progress monitoring
 - Attendance
 - Academic performance
 - Student discipline/behavioral data
 - Teacher/family/student requests for assistance

Tier II Interventions

Some evidence-based practices used within Tier II are:

- Token economy
- Social skills clubs
- Peer-based support or peer tutoring
- Check in/check out connection and feedback
- Increased adult or peer role model contact
- Informal behavior plan
- Mentoring
- Self monitoring

(adapted from Crone, Horner, & Hawken, 2003)

Tier III

- Tier III interventions are in addition to Tier I and are more intensive than Tier II. They address the needs of the 3-5 percent of students who either:
 - received Tier II interventions with fidelity, but continue to demonstrate need;
 - identified through a screening to need individualized, intensive interventions; or
 - engage in extremely aggressive or dangerous behaviors to self and/or others at a level of intensity above that of Tier II.
- Aligned Interventions to specific area of need
 - Systematic
 - Evidence-based
 - Explicit

Tier III Continued

- Use data based decision making
 - Universal screening data
 - Progress monitoring Tier I and Tier III
 - Progress monitoring from Tier II when appropriate
 - Attendance
 - Academic performance
 - Student discipline/behavioral data
 - Teacher/family/student requests for assistance

Tier III Interventions

- Modified day or schedule
- Option to work within a separate setting
- Individual counseling
- Discipline contracts
- Functional behavior assessments (FBA)** and behavior improvement plans (BIP)

*****In some cases, an FBA is legally mandated and schools need to be knowledgeable of those regulations.***

Tier III Interventions Continued

Evidence-based interventions to support desired behaviors address four major components:

1. Setting event supports,
2. Antecedent interventions,
3. Teaching new behaviors, and
4. Consequence strategies

Mental Health Concerns

Schools do not diagnose mental health disorders

If team suspects characteristics of mental health needs, written permission must be given by parents prior to

- conducting additional assessment
- making a referral to outside agencies
- requesting information from mental health providers

— T. C. A. § 49-2-124

Closing Thought



Contact

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